

Lesson 1: Introduction to the California Indian Genocide



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Instructions and Rubric

Each group will complete the California Indian Genocide Notetaker to outline the path of genocide in 19th Century California. Use the handout to cite specific examples that illustrate each stage of the genocide.

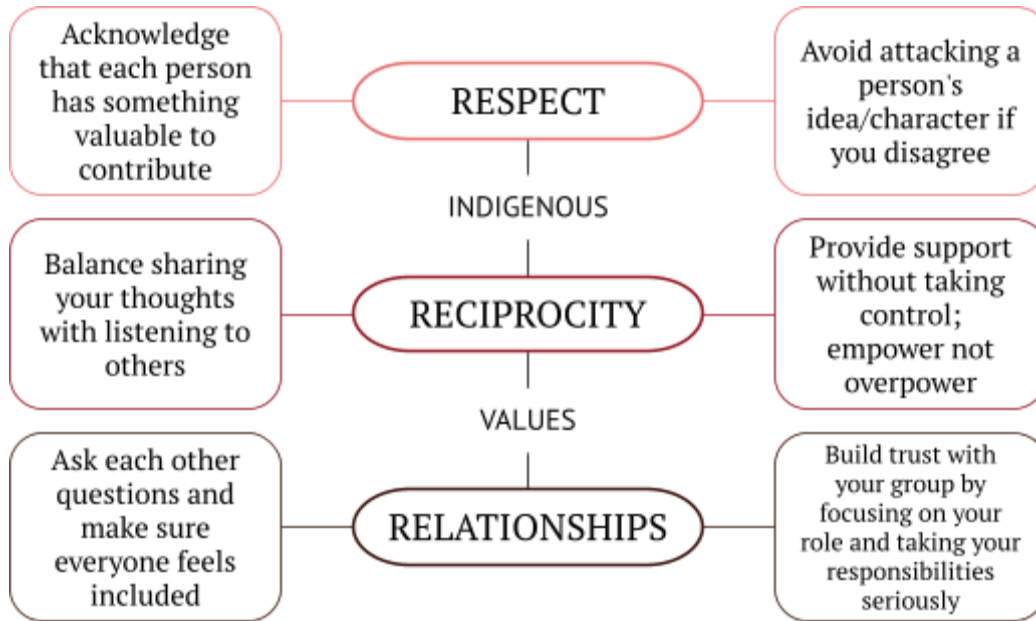
After completing the Notetaker outlining the ten stages of the California Indian Genocide, each Reporter will present the group's findings for **one** or **two** stages to the class. At the end of the project, each student will evaluate both themselves and their group members.

Throughout the project, students should refer to the *Group Values and Norms* and *Group Work Roles* for guidance.

Your teacher will use the grading rubric below to grade your project:

__ / __	Completed on time
__ / __	Graphic organizer was neat, logical and easy to follow
__ / __	Examples were appropriate and well-explained
__ / __	Each member contributed to the Reporter's delivery of findings
__ / __	Students filled out individual and group evaluations
__ / __	Group members filled their roles and followed norms for behavior
__ / __	TOTAL

Group Values and Norms



Questions to ask when you need more information:

- That's interesting, what makes you think that?
- Oh, where can I find that in the handout?
- Can you explain further?
- Can you tell me more?
- What's an example of that?
- Can you clarify what you meant when you said...?

Statements to use when you agree/disagree:

- I agree with that because...
- I respectfully disagree because...
- That's a good idea, and also...
- Does anyone have additional thoughts about that?
- I'm not sure I agree, but maybe...
- Well let's look at it from a different perspective.

Other respectful phrases...

- I'd like to go back to what... said about...
- I'd like to also add...
- So what I'm hearing you say is...
- Another good example of that is...
- I like what you said about...
- That's a great point

Group Work Roles

In addition to the responsibilities listed below, each student is responsible for annotating and taking notes on the reading.

FACILITATOR:	INVESTIGATOR:
<ul style="list-style-type: none"> ● Facilitates group work process: <ul style="list-style-type: none"> a. Read 1-2 paragraphs b. Ask group to identify any stages of genocide c. Give Notetaker time to record evidence d. Repeat ● Makes sure everyone is included and on task ● Reminds group to stay focused on their own roles and responsibilities ● Enforces the group norms and values ● Keeps track of time and group progress 	<ul style="list-style-type: none"> ● Asks teacher for clarification when needed ● Makes sure the rules of the assignment are being followed ● References the Ten Stages Graphic Organizer with definitions for the group ● Asks group members questions about the reading content

REPORTER:	HEAD WRITER:
<ul style="list-style-type: none"> ● Facilitates "popcorn" reading of the text ● Summarizes group input back to the Head Writer ● Reports findings back to the class ● Speaks on behalf of the group in communication with other groups 	<ul style="list-style-type: none"> ● Uses the Notetaker to record evidence of ten stages in the reading ● Writes down Reporter's summary of group input ● Makes sure the Reporter has everything they need to report back to the class ● Must have decent handwriting and strong grammar/spelling skills

Group Work Student Evaluations

FACILITATOR:	
Facilitates group work process: a. Read 1-2 paragraphs b. Ask group to identify any stages of genocide c. Give Notetaker time to record evidence d. Repeat	_ / 5
Makes sure everyone is included and on task	_ / 5
Reminds group to stay focused on their own roles and responsibilities	_ / 5
Enforces the group norms and values	_ / 5
Keeps track of time and group progress	_ / 5

INVESTIGATOR:	
Asks teacher for clarification when needed	_ / 5
Makes sure the rules of the assignment are being followed	_ / 5
References the Ten Stages Graphic Organizer with definitions for the group	_ / 5
Asks group members questions about the reading content	_ / 5

REPORTER:	
Facilitates “popcorn” reading of the text	__ / 5
Summarizes group input back to the Head Writer	__ / 5
Reports findings back to the class	__ / 5
Speaks on behalf of the group in communication with other groups	__ / 5

HEAD WRITER:	
Uses the Notetaker to record evidence of ten stages in the reading	__ / 5
Writes down Reporter's summary of group input	__ / 5
Makes sure the Reporter has everything they need to report back to the class	__ / 5
Must have decent handwriting and strong grammar/spelling skills	__ / 5

This curriculum is a project of the California Teachers Collaborative for Holocaust and Genocide Education. Established by the JFCS Holocaust Center, with support from a grant from the Marin County Office of Education and the State of California.